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**Heart of Worcestershire College**

**Equality, Diversity and Inclusion Objectives and Equality and Diversity Impact Measures**

**Action Plan 2021/22**

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|  | **Objective** | **Action Points** | **Responsibility** | **Milestone Update January 2022** | **Milestone Update May 2023** |
| **Mental Health** | **All Staff** | **Mental health and fitness promotion:** encouraging healthy behaviours for all staff to improve wellbeing, such as physical activity, healthy eating and sleeping, and discouraging unhealthy behaviours such as abuse of alcohol and drugs  Five steps to mental wellbeing advised by the NHS, promote these with staff:   1. Be connected to other people: strong relationships increase resilience. 2. Be physically active: this raises self-esteem and causes chemical changes in the brain 3. Learn new skills: this can build a sense of purpose 4. Give to others: this can provide a sense of reward and self-worth   Pay attention to the present moment: mindfulness  Promote and raise awareness of a range of mental health websites and App’s (inc. Fika accessible mental fitness platform - 7 steps to build mental fitness confidence, positivity, focus, connection, meaning, motivation and stress management and Govox)  Create an atmosphere where it is fully acceptable to talk about mental health - including a place to go and talk about it, where there is confident listening to those concerns  **Enrichment Opportunities (inc physical fitness)**  Screen time can increase depression, be conscious of how much time staff and learners are spending with screens rather than face-to-face with other people or outside. Social activities via digital devices might not result in the emotional connection that boosts wellbeing.  Arts and cultural engagement boost wellbeing and increase life satisfaction levels and reduce loneliness. Whether it’s doing animation or digital artwork, or reading for pleasure, painting, drawing or musical activities, try to ensure people have time for and access to arts  Physical fitness – move more - promotion – activities – walking, cycling? green (link to sustainability)  **Resources promotion and recommendations**   * Digital support * Wellbeing site * Social media campaigns * Celebrating success * Newsletters * Email | **Team 5 max** :  Neil Gardiner  Liz Buxton  Steph Locke  Brett Jim  Emma Milsom |  |  |
|  | **Staff Working with Students** | Trauma informed training - Widen knowledge and understanding of trauma and the impact on the learner within specialist teams. | Sal Friel  Jac Hart  Sandra Brewer (SEN)  Leigh Brecknell |  |  |
| Suicide prevention awareness and training – teaching staff and other teams  Engage with the local suicide - prevention and self-harm prevention plans and to ensure that all staff have access to suicide awareness training and resources.  Train staff to know what to look out for in case someone needs help: becoming socially more withdrawn, behaviour issues, expressing a lot of worries and anxieties, ongoing difficulty sleeping and so on | Sal Friel |  |  |
| **Develop Social Action strategies**  **Staff and Students**  Give to others: this can provide a sense of reward and self-worth | Develop social action in **staff** using  Good for me Good for FE.  Create Survey and gather information /data | Emma Milsom  Lesley Baker  James Duckhouse |  |  |
| Raise awareness and explore opportunities to encourage and promote the benefits of social action to **students.**  Develop student led activity through Student ambassadors’ scheme and revised Learner Voice strategy  Specific surveys  Data gathering  Campaigns and awareness raising for students  Explore opportunities to promote and develop new social action projects. Find opportunities and promote  Use good news stories to further promote activity. | **Team 5 max**:  Sal Friel  Hannah Jones  Evan Whakahau  Adrian Price  Millie Clarke |  |  |
| Food bank collection (**staff and student)** | Lena Caple  Deby Robertson (SEN)  Sandra Brewer (SEN)  Catherine Dodd |  |  |
| Create an annual report that gathers all social action activity in to one place | Emma Milsom  Sal Friel  Hannah Jones  Millie Clarke |  |  |
| **Awareness for Parents, carers and families** | Develop engagement with parents to raise mental health awareness  Parent newsletters  Promote Charlie Waller Memorial Trust materials. | Jac Hart  Deby Robertson (SEN)  Kirsty Hopkinson  Lena Caple |  |  |
| **All Students Cohorts** | Mental Fitness and wellbeing promotion: using appropriate teaching, websites, resources, and App - encouraging healthy behaviours for all students to improve wellbeing, such as physical activity, healthy eating and sleeping, and discouraging unhealthy behaviours such as abuse of alcohol and drugs. Create opportunities for learners to invest in a mental fitness. | **Team 5 max**:  Steph Locke  Sal Friel  Adrian Price  James Duckhouse |  |  |
|  | Promote Five steps to mental wellbeing advised by the NHS:   1. Be connected to other people: strong relationships increase resilience. 2. Be physically active: this raises self-esteem and causes chemical changes in the brain 3. Learn new skills: this can build a sense of purpose 4. Give to others: this can provide a sense of reward and self-worth 5. Pay attention to the present moment: mindfulness   Help students to understand risk and resilience to actively respond to problems and difficulties.  Help students with predictable change and transitions.  Raise awareness of others in learners - know what to look out for in case someone needs help: becoming socially more withdrawn, behaviour issues, expressing a lot of worries and anxieties, ongoing difficulty sleeping etc.  Suicide prevention.  **Enrichment Opportunities (inc. physical fitness)**  Screen time can increase depression, be conscious of how much time staff and learners are spending with screens rather than face-to-face with other people or outside. Social activities via digital devices might not result in the emotional connection that boosts wellbeing.  Arts and cultural engagement boost wellbeing and increase life satisfaction levels and reduce loneliness. Whether it’s doing animation or digital artwork, or reading for pleasure, painting, drawing or musical activities, try to ensure people have time for and access to arts  Physical fitness – move more - promotion – activities – walking, cycling? green (link to sustainability  **Resources promotion and recommendations**   * Digital support * Wellbeing site * Social media campaigns * Celebrating success * Newsletters * Emails | Hannah Jones  Liz Buxton  Tracey Yapp (SEN)  Gorja Breeze (SEN)  Evan Whakahau  Heather License (HE) (Promotion of 5 steps only)  Catherine Dodd  Sal Friel  Millie Clarke  Sal Friel  Millie Clarke |  |  |
| **Support 4 Success** | Widen awareness of mental health for students for this team and widen awareness of support.  Develop opportunities to share/ discuss case studies with the Safeguarding and wellbeing team | Jac Hart  Leigh Brecknell |  |  |
| **Advocate for mental health support** | Continue to engage with local health commissioners to ensure we are involved in local and national initiatives aimed at protecting the mental health of young people and adults.  Find third sector organisations and charities to help provide support | Sal Friel  Brett Jim  John Lines |  |  |
| **Sexual Violence and harassment** |  | Ensure that College is prepared for Ofsted inspection and the new duty  Raise awareness in **staff** and promote the culture of ‘it could happen here’  Annual KCSIE update using calms to also include Sexual Harassment duty and questions.  Staff safeguarding newsletter to include link and information  Staff training (purple leaf – recorded) mandatory for all staff and to include definitions, legislation, expectations, awareness and how to refer a concern.  Updated safeguarding policy | Team: from safeguarding board:  Sal Friel  Emma Milsom  Julia Breakwell  Claire Beaman |  |  |
|  | Raise awareness with **students** through:  Student induction.  THRIVE sessions (include consent, photo sharing, online grooming, social media, upskirting, positive relationships, managing identity)  Student charter and statement of commitment and setting out our standard of behaviour - ‘call it out‘ campaign.  Posters and sign posting  Website and social media campaigns  Learner voice - Ambassador group – share information. Widen understanding. Promote to others. Social media. Call it out campaign  Consulting with student groups (male and female) Ofsted will do this during inspection. | **Team 5 max:**  Paul Dyson  Sal Friel  Hannah Jones  Claire Beaman  Lesley Baker |  |  |
|  | Develop and monitor anonymous reporting – Whisper anonymous reporting using Microsoft forms. Balance disciplinary and safeguarding. | Sal Friel |  |  |
|  | Collect and report data in Safeguarding Report annually (this is shared with governors too)  Review internal data through Safeguarding board and make recommendations. | Sal Friel |  |  |
|  | Local Sexual Health Team – ensure we maximise the resources available | Sal Friel |  |  |
|  | Parental engagement campaigns  Raise parents’ awareness of policies around sexual violence/harassment  Signposting of parents to support networks – Parentzone, Childnet, CEOP, Parentsafe, ChildLine.  Use parent newsletters for this. | Jac Hart  Lena Caple  Kirsty Hopkinson |  |  |
| **Vulnerable Learners** | Raise aspirations and outcomes for care experienced learners aged 16-24   * LAC * Care Leavers | Continue to offer 1:1 wellbeing support for Care Experienced learners aged 16-24.  Promote service available to all learners.  Monitor retention and achievement | Sal Friel |  |  |
| Raise aspirations and outcomes for Independent Living Learners 16-18 | Continue to offer 1:1 wellbeing support for Independent Living learners aged 16-18.  Promote service available to all learners.  Monitor retention and achievement | Sal Friel  Sandra Brewer (SEN) |  |  |
| Raise aspirations and outcomes for young carers 16-25 | Continue to offer 1:1 wellbeing support for Young Carers learners aged 16-25.  Promote service available to all learners.  Monitor retention and achievement | Sal Friel  John Lines  Millie Clarke |  |  |
| Socio-Economic deprivation  Receiving Free College Meals (FCM) | Monitor retention and achievement | Lena Caple |  |  |

Glossary of terms

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| EDI | Equality, Diversity and Inclusion |  |
| CE | Care Experienced (16-24) |  |
| LI | Living Independently (16-18) |  |
| YP | Young Parent (16-20) |  |
| YC | Young Carer (16-25) |  |
| CC | Criminal Conviction |  |
| EHCP | Education Health and Care Plan |  |
| FCM | Free College Meals |  |